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Simulation Design Template

Date:
Discipline: Nursing
Expected Simulation Run Time: Approx. 15 mins.
Location: Community Clinic or Primary Healthcare Provider Office

File Name: Care to the Trans* and Gender Non-Conforming Identified Patient
Student Level: Adapted to Cover All Levels
Guided Reflection Time: Approx. 45 mins.
Location for Reflection:

Admission Date: | **Today's Date:** XX/XX/XX

Brief Description of Client

Name: Joe Ramirez

Gender: MtFTG **Age:** 25 **Race:** n/a **Weight:** n/a **Height:** n/a

Religion: n/a

Major Support: Parents & Girlfriend **Support Phone:** 301-XXX-XXXX

Allergies: NKDA **Immunizations:**

Primary Care Provider/Team: No current primary provider. Has been under the care of an endocrinologist, Samuel Gordon, MD, for masculinizing hormone therapy treatments.

Past Medical History: Relatively healthy. Taking testosterone therapy for over 1-year.

History of Present Illness: Presents today to obtain a flu-shot and annual physical

Social History: In a committed heterosexual relationship for approximately two years. Feels supported in relationship with his girlfriend. Otherwise history unremarkable.

Primary Medical Diagnosis:

Surgeries/Procedures & Dates: Mastectomy and Chest Reconstruction

Nursing Diagnoses: discuss with participants in debriefing

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Psychomotor Skills Required Prior to Simulation:

Review and practice effective inter-professional communication tools and strategies; namely, ISBARR
Review strategies for therapeutic communication in the patient care setting, and practice those strategies;
Review and practice patient assessment skills.

Cognitive Activities Required Prior to Simulation:

[i.e. independent reading (R), video review (V), computer simulations (CS), lecture (L)]

- I. Pick at least one (1) of the following nursing articles to read prior to the simulation.

Caring for....Transgender Patients:

<http://www.nursingcenter.com/cearticle?an=00152258-201411000-00006>

Addressing Health Care Disparities in the Lesbian, Gay, Bisexual, and Transgender Populations: A Review of Best Practices

http://journals.lww.com/ajnonline/Fulltext/2014/06000/CE__Addressing_Health_Care_Disparities_in_the.21.aspx

Culturally Sensitive Care for the Transgender Patient:

http://www.nursingcenter.com/cearticle?an=01271211-201505000-00005&Journal_ID=682710&Issue_ID=3106455

Open the Doors for LGBTQ Patients:

http://www.nursingcenter.com/cearticle?an=00152193-201308000-00014&Journal_ID=54016&Issue_ID=1573627

Providing Care to GLBTQ Patients:

http://www.nursingcenter.com/cearticle?an=00152193-201212000-00009&Journal_ID=54016&Issue_ID=1467700

Treating Transgender Patients With Respect:

<http://www.americannursetoday.com/viewpoint-treating-transgender-patients-respect/>

Nursing Care of Transgender Patients:

<http://nursing.advanceweb.com/Features/Articles/Nursing-Care-of-the-Transgender-Patient.aspx>



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II. Review the information contained in *Injustice at Every Turn: A Report of the National Transgender Discrimination Survey* (2011). This is a most comprehensive investigation and published report on transgender and gender non-conforming matters related to health and the social determinants of health; namely, education, employment, family life, housing, public accommodation, identification and documentation, policing and incarceration. Please pay particular attention to the identified health section, although all factors addressed in this report have health implications:

Injustice at Every Turn: A Report of the national Transgender Discrimination Survey:
http://www.thetaskforce.org/static_html/downloads/reports/reports/ntds_full.pdf

Simulation Learning Objectives

General Objectives:

1. Describe barriers faced by transgender and gender non-conforming patients in the context of receiving care in a community health clinic;
2. Identify the various roles of a nurse in the context of providing care to a transgender patient in the context of a community health clinic;
3. Evaluate the effectiveness of the nurse in carrying out those roles in the context of patient care in this interaction;
4. Identify tools to incorporate into nursing care to develop a practice that is sensitive, informed, affirming and empowering to the transgender and gender non-conforming patient.

Simulation Scenario Objectives:

1. Demonstrate therapeutic communication skills with the patient;
2. Recognize and demonstrate behaviors that create a safe, welcoming and professional working environment;
3. Demonstrate effective communication within the context of interprofessional collaboration (Identify, Situation, Background, Assessment, Recommendation, Read back);
4. Demonstrate proper assessment techniques in carrying out the tasks of providing care to the trans* identified and gender nonconforming patient;
5. Identify primary nursing diagnoses and/or collaborative issues in the context of the scenario.



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References, Evidence-Based Practice Guidelines, Protocols, or Algorithms Used for This Scenario:

Coleman, E., Botking, W., Botzer, M., Cohen-Ketteris, P., DeGuypere, G., & Feldman..., J. (2012). *Standards of Care for the Health of Transsexual, Transgender and Gender Non-Conforming People, 7th version*. Retrieved 2015, from http://www.wpath.org/site_page.cfm?pk_association_webpage_menu=1351&pk_association_webpage=3926

Hein, L., & Levitt, N. (2014). Caring for... Transgender patients. *Nursing Made Incredibly Easy!*, (12)6, 29-36. doi:10.1097/01.NME.0000454745.49841.76

Hill, M., & Mays, J. (2013). *The gender book* (1st ed.). Houston, Texas: Marshall House Press.

Makadon, H., Mayer, K., Potter, J., & Goldhammer, H. (2015). *The Fenway guide to lesbian, gay, bisexual, and transgender health* (2nd ed.). Philadelphia, Pennsylvania: American College of Physicians.

Teich, N. (2012). *Transgender 101: A Simple Guide To A Complex Issue*. New York: Columbia University Press.

Resiner, S., Bradford, J., Hopwood, R., Gonzalez, T., Makadon, H., Todisco, D., Cavanaugh, T., VanDerwarker, R., Grasso, C., Zaslow, S., Boswell, S., and K. Mayer (2015). Comprehensive Transgender Healthcare: The Gender Affirming Clinical and Public Health Model of Fenway Health, *Journal of Urban Health* (92) 3. doi:10.1007/s11524-015-9947-2

Schroth, L. (Ed.). (2014). *Trans bodies, trans selves: A resource for the transgender community (1st ed.)*. New York, New York: Oxford University Press.

The Agency for Healthcare Research and Quality: Improving Cultural Competence to Reduce Health Disparities for Target Populations (2016) Retrieved 2016
<http://www.ncbi.nlm.nih.gov/books/NBK361126/>

The health of lesbian, gay, bisexual, and transgender people building a foundation for better understanding. (2011). Washington, DC: National Academies Press. Retrieved 2015, from <http://www.nationalacademies.org/hmd/Reports/2011/The-Health-of-Lesbian-Gay-Bisexual-and-Transgender-People.aspx>

The Joint Commission: Advancing Effective Communication, Cultural Competence, Patient- and Family- Centered Care: A Field Guide. (2014). Oak Brook, IL: The Joint Commission. Retrieved 2016 from <https://www.jointcommission.org/lgbt/>



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Fidelity (choose all that apply to this simulation)

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Setting/Environment:

- ER
- Med-Surg
- Peds
- ICU
- OR / PACU
- Women’s Center
- Behavioral Health
- Home Health
- Pre-Hospital
- Other: Primary Care Setting—Health Clinic or Physician’s Office

Simulator Manikin/s Needed:

Props:

Signage to create an environment that looks like a clinic setting;
 Legal Identification Cards: Driver’s License for a gender other than the person playing the role of the patient.

Equipment Attached to Manikin:

- IV tubing with primary line fluids running at mL/hr
- Secondary IV line running at mL/hr
- IV pump
- Foley catheter mL output
- PCA pump running
- IVPB with running at mL/hr
- O2
- Monitor attached
- ID band
- Other:

Equipment Available in Room:

- Bedpan/Urinal
- Foley kit
- Straight Catheter Kit
- Incentive Spirometer

Medications and Fluids: (see chart)

- IV Fluids
- Oral Meds
- IVPB
- IV Push
- IM or SC

Diagnostics Available: (see chart)

- Labs
- X-rays (Images)
- 12-Lead EKG
- Other:

Documentation Forms:

- Provider Orders
- Admit Orders
- Flow sheet
- Medication Administration Record
- Graphic Record
- Shift Assessment
- Triage Forms
- Code Record
- Anesthesia / PACU Record
- Standing (Protocol) Orders
- Transfer Orders
- Other: New Patient Intake Forms

Recommended Mode for Simulation:

(i.e. manual, programmed, etc.)

Student Information Needed Prior to Scenario:

- Has been oriented to simulator
- Understands guidelines /expectations for scenario
- Has accomplished all pre-simulation requirements
- All participants understand their assigned roles
- Has been given time frame expectations
- Other:



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- Fluids
- IV start kit
- IV tubing
- IVPB Tubing
- IV Pump
- Feeding Pump
- Pressure Bag
- O2 delivery device (type)
- Crash cart with airway devices and emergency medications
- Defibrillator/Pacer
- Suction
- Other:

Roles/Guidelines for Roles:

Important Information Related to Roles:

- Primary Nurse
- Secondary Nurse
- Clinical Instructor
- Family Member #1
- Administrative Clerk/Secretary- **this role is played by a standardized patient**
- Observer/s: Patient's in the waiting room
(Student roles)
- Recorder
- Physician/Advanced Practice Nurse – played by faculty running sim
- Respiratory Therapy
- Anesthesia
- Pharmacy
- Lab
- Imaging
- Social Services
- Clergy
- Nursing student assistant
- Code Team



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Report Students Will Receive Before Simulation

Time:

Joe Ramirez is a 25 year old Latino who identifies as a transgender female to male person (TGFtM). His name and gender at birth, and as identified on legal documents, is Josephine Ramirez and female. Joe presents at the clinic for a flu shot and a physical. His last visit with a primary care physician had been several years ago, and the only other healthcare professional he has seen lately and regularly is his endocrinologist.

Joe has been taking testosterone prescribed by the endocrinologist for well over a year now. Except for a surgical procedure at 22 (a mastectomy and chest reconstruction), he has avoided most doctors. No other masculinizing interventions have taken place or are planned at this time. Joe is in a committed relationship with his cisgender female partner.

The community clinic practice is relatively new--full of young, hardworking nurses and doctors, and unlicensed assistive personnel. The practice prides itself on a team-based approach to healthcare and is committed to addressing the needs of ALL patients in the community.

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Significant Lab Values:	none
Provider Orders:	refer to chart
Home Medications:	refer to chart



Scenario Progression Outline

Timing (approx.)	Manikin/SP Actions	Expected Interventions	May Use the Following Cues
0-5 min	<p>Waiting for name to be called for basic check-in at front desk. Responds to call.</p> <p>Waiting for name to be called by tech for set up for vital signs. Responds to the call.</p>	<p>Primary RN is observing the interaction between the patient and staff while completing other assignments.</p>	<p>Role member providing cue: From clerk: Josephine Ramirez. Repeat the calling of the name until there is a response by the patient. *</p> <p>From nursing student assistant: Josephine Ramirez. Repeat the calling of the name until there is a response by the patient. *</p>
5-10 min	<p>Patient is appropriate but initially reluctant to participate in care with nurse.</p>	<p>Primary RN introductions; hand hygiene, therapeutic communication, as appropriate for observable actions of colleagues, and proceeds in ascertaining the patient's purpose for visit, and with assessment, as</p>	



	appropriate.
10-15 min	<p>Primary RN addresses concerns in ISBARR format with Doctor/NP</p> <p>Role member providing cue: Cue: If RN omits sections of the ISBARR, then the Doctor/NP will ask: What is the situation? What is the background? What is your assessment? What do you recommend, etc., as appropriate.</p>



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Debriefing/Guided Reflection Questions for This Simulation

(Remember to identify important concepts or curricular threads that are specific to your program)

1. How did you feel throughout the simulation experience?
2. Describe the objectives you were able to achieve.
3. Which ones were you unable to achieve (if any)?
4. Did you have the knowledge and skills to meet objectives?
5. Were you satisfied with your ability to work through the simulation?
6. To Observer: Could the nurse have handled any aspects of the simulation differently?
7. If you were able to do this again, how could you have handled the situation differently?
8. What did the group do well?
9. What did the team feel was the primary nursing diagnosis?
10. How were physical and mental health aspects interrelated in this case?
11. What were the key assessments and interventions?
12. What knowledge have you gained as a result of preparing for and engaging in this simulation that has helped you to understand the trans* and gender nonconforming community?
13. What are the skills, strategies, or interventions a nurse could use to address the barriers and inequities that affect trans* identified and gender non-conforming patients? In what ways did you see those skills utilized in this simulation?
14. What professional nursing values would apply to the situation identified in this scenario (altruism, autonomy, human dignity, integrity, honesty, social justice)? How were those values displayed in the context of this simulation?
15. How has this simulation helped to further develop your understanding of the meaning of nursing and the therapeutic use of self in assisting others—most particularly, the transgender and gender non-conforming population?
16. Is there anything else you would like to discuss?



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Complexity – Simple to Complex

Suggestions for Changing the Complexity of This Scenario to Adapt to Different Levels of Learners

With application of the NCLEX test plan to this simulation, student discussions can be further exploited as a way of expanding on the complexity of the current simulation as designed:

Safe and Effective Care and Environment: advocacy, case management, client rights, collaboration with interdisciplinary team members, confidentiality, ethical practice, performance improvement, to name a few.

Health Promotion and Maintenance: developmental stages and transitions, health promotion and screening, lifestyle choices, self-care, techniques of physical assessment, to name a few

Psychosocial Integrity: coping mechanisms, cultural awareness and influences on health, family dynamics, support systems, therapeutic communication and therapeutic environment, to name a few

Physiologic Integrity: non-pharmacologic comfort interventions, therapeutic procedures, to name a few.

The administration of an IM injection is one of the skills addressed in this simulation. This could be modified to address the IM injection of testosterone to this patient.

Discussion of the intersectionality issues that present in this simulation (Latino, African-American, Catholicism, Living with disabilities). For example, while there are particular health implications and social determinants that impact health affecting the transgender and gender nonconforming population, the goal of achieving optimal health may be further affected by ethnicities, faith, disabilities, etc. Thus, the fact that the patient identifies as transgender is simply one way to describe him/her. Engaging in a discussion about other factors impacting health outcomes can enhance the complexity of the simulation.

This simulation, while taking place in the community setting, is adaptable to the inpatient setting with some modifications.

Supplementing the discussion with additional required resources either before or after the simulation may also impact its complexity. Some of those resources are noted below:



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Online video Resources to Access:

Re-Teaching About Gender & Sexuality from the Youth Perspective:

<https://youtu.be/51kQQuVpKxQ>

Buck Angel's PSA for Cervical Exams:

https://youtu.be/X_uNFmZHvOO

Buck Angel's PSA for Prostate Exam:

<https://youtu.be/YK2fFjDIDE4>

Southern Comfort Movie Trailer:

<https://youtu.be/R6JIWD2DNyY>

Southern Comfort: The Documentary:

<https://youtu.be/IH0L3w1V0hg>

Australian Rugby Team demonstrating testicular exams:

<https://vimeo.com/74742259>

The Trans* experiment at Montgomery College:

<https://www.youtube.com/watch?v=JO3cIuBHf-U>

Online nursing articles to access:

Caring for....Transgender Patients:

<http://www.nursingcenter.com/cearticle?an=00152258-201411000-00006>

Culturally Sensitive Care for the Transgender Patient:

https://www.nursingcenter.com/CEArticle?an=01271211-201505000-00005&Journal_ID=682710&Issue_ID=3106455

Treating Transgender Patients With Respect:

<http://www.americannursetoday.com/viewpoint-treating-transgender-patients-respect/>

Nursing Care of Transgender Patients:

<http://nursing.advanceweb.com/Features/Articles/Nursing-Care-of-the-Transgender-Patient.aspx>



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12 Tips for Nurses and Doctors in Treating Transgender Patients:

<http://commonhealth.wbur.org/2014/11/treating-transgender-patients-tips>

Caring for Transgender Patients at the Johns Hopkins ED:

<http://www.hopkinsmedicine.org/news/articles/caring-for-transgender-patients>

Movies in Popular Culture that Address the Topic of Transgender Issues:

The Danish Girl

The Dallas Buyers Club

Transamerica

Boys Don't Cry

Paris Is Burning

The Crying Game

The Adventures of Priscilla Queen of the Desert

All About My Mother

Television Programs in Popular Culture that Address Transgender Issues:

Orange Is the New Black

Transparent

Trade Books on the Topic of Being Trans* or Transgender Health:

Mock, J. (2014). *Redefining realness: My path to womanhood, identity, love & so much more*. New York, New York: Atria Paperback.

McKenzie, M. (2014). *Black Girl Dangerous: On Race, Queerness, Class and Gender*. Oakland, CA: BGD Press, Inc.

Schroth, L. (Ed.). (2014). *Trans bodies, trans selves: A resource for the transgender community (1st ed.)*. New York, New York: Oxford University Press.

Teich, N. (2012). *Transgender 101: A Simple Guide To A Complex Issue*. New York: Columbia University Press.



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Selected Resources on Transgender Health:

National LGBT Health Education Center: www.lgbthealtheducation.org

The Fenway Institute: www.thefenwayinstitute.org

GLMA: Health Professionals Advancing LGBT Equality: www.glma.org

CDC: Lesbian, Gay, Bisexual, and Transgender Health: www.cdc.gov/lgbthealth

Center of Excellence for Transgender Health: www.transhealth.ucsf.edu

National Center for Transgender Equality: www.transequality.org

World Professional Association for Transgender Health: www.wpath.org

DC Trans Coalition: <https://dctranscoalition.wordpress.com/about-dctc/>

I AM Transpeople Speak: <http://www.transpeoplespeak.org>

Healthy People 2020: <http://www.healthypeople.gov/2020/topics-objectives/topic/lesbian-gay-bisexual-and-transgender-health>



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